



Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webcast Series Part Three: Underlying Issues

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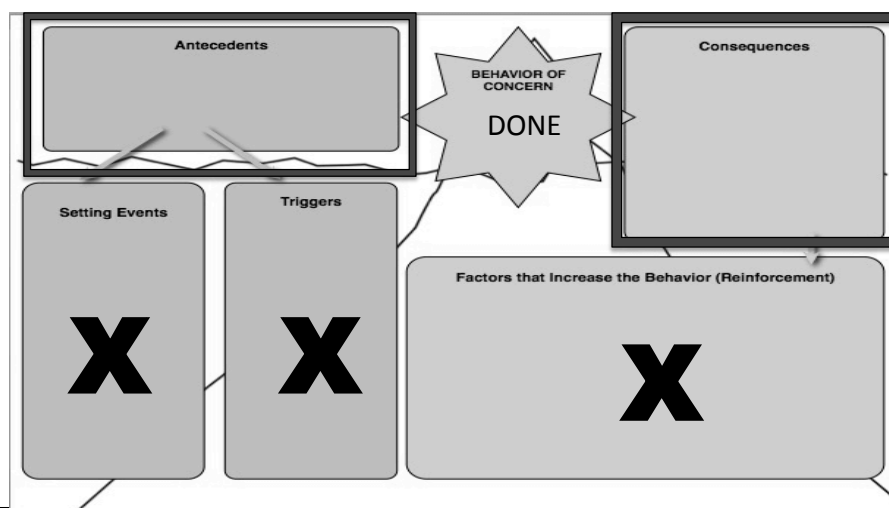
**SINCE LAST WEBCAST YOU
FILLED OUT Data on Your Individual**

Behavior

What are you going to measure? And when?	
What would be the best way to measure?	
Who is going to create the data sheet?	
Who will be responsible to track the data? Graph the data?	
When will the team meet to review data?	

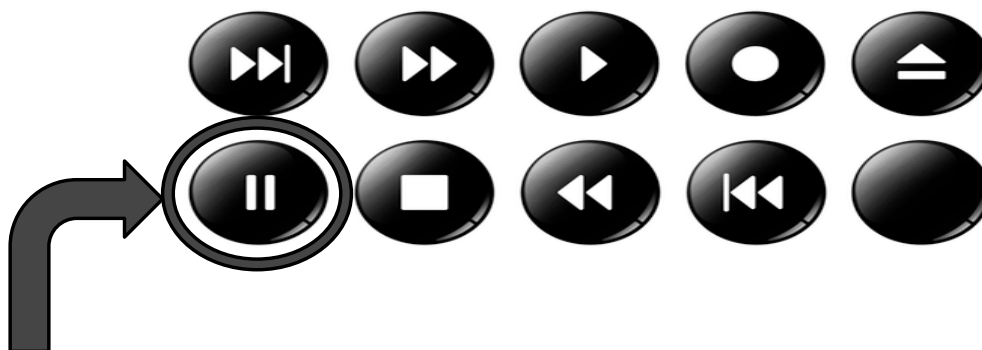


SINCE LAST WEBCAST YOU FILLED OUT
ANTECEDENTS & CONSEQUENCES

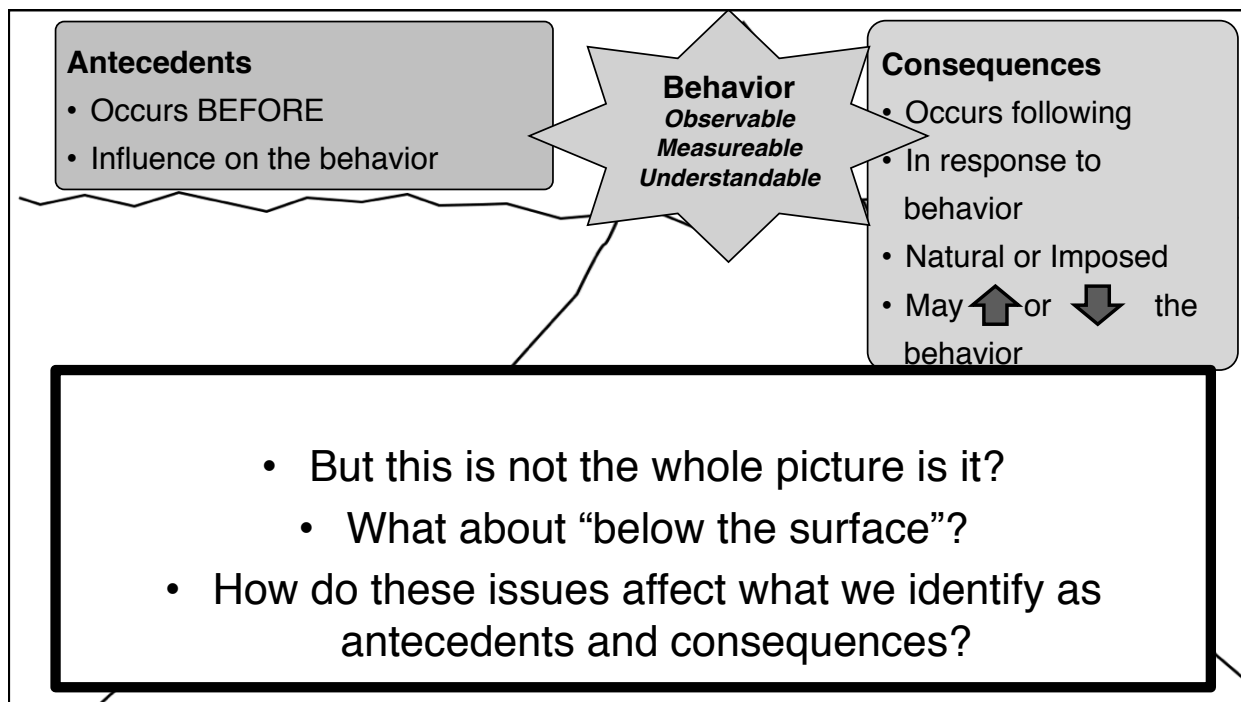


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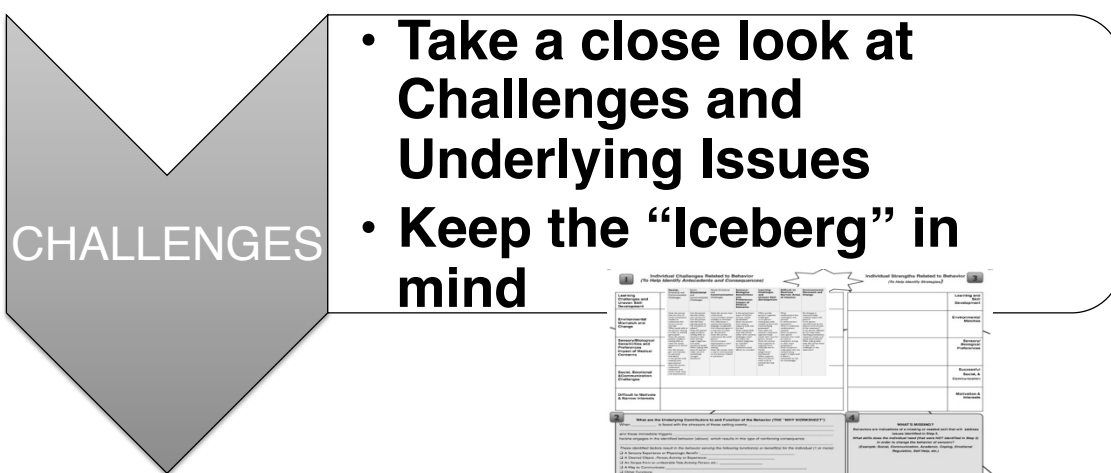
“It’s ok to hit the pause
button...”

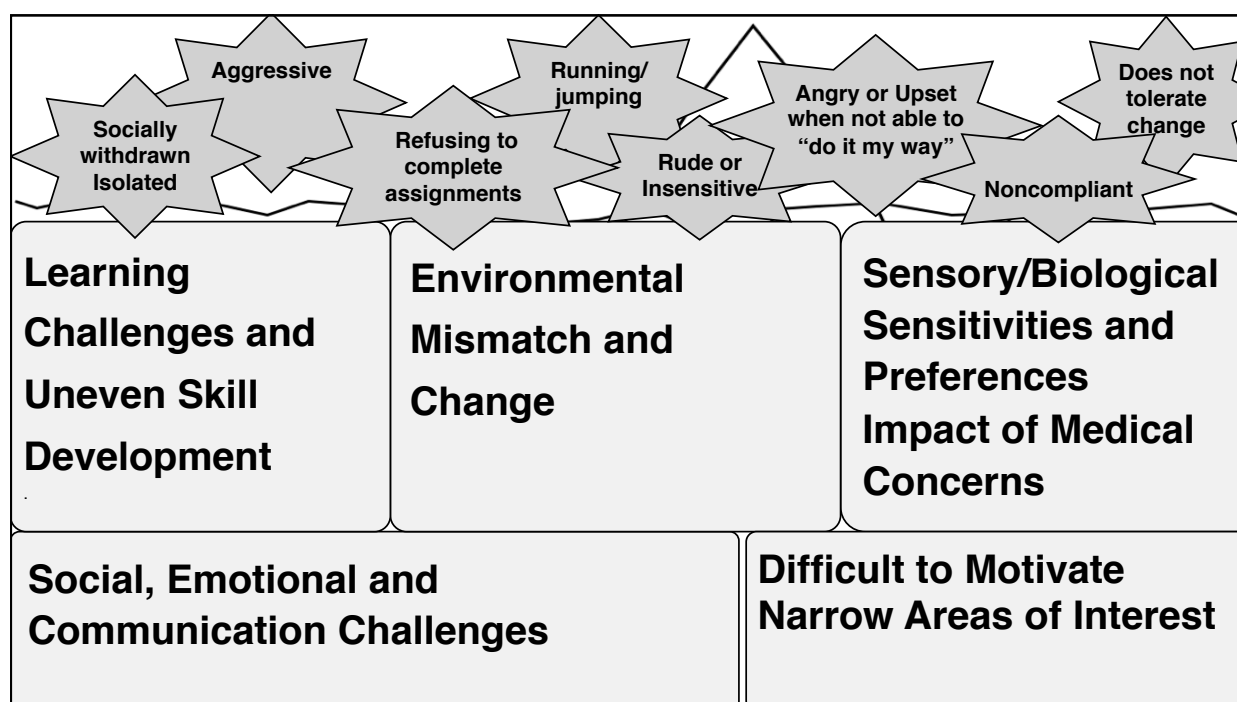
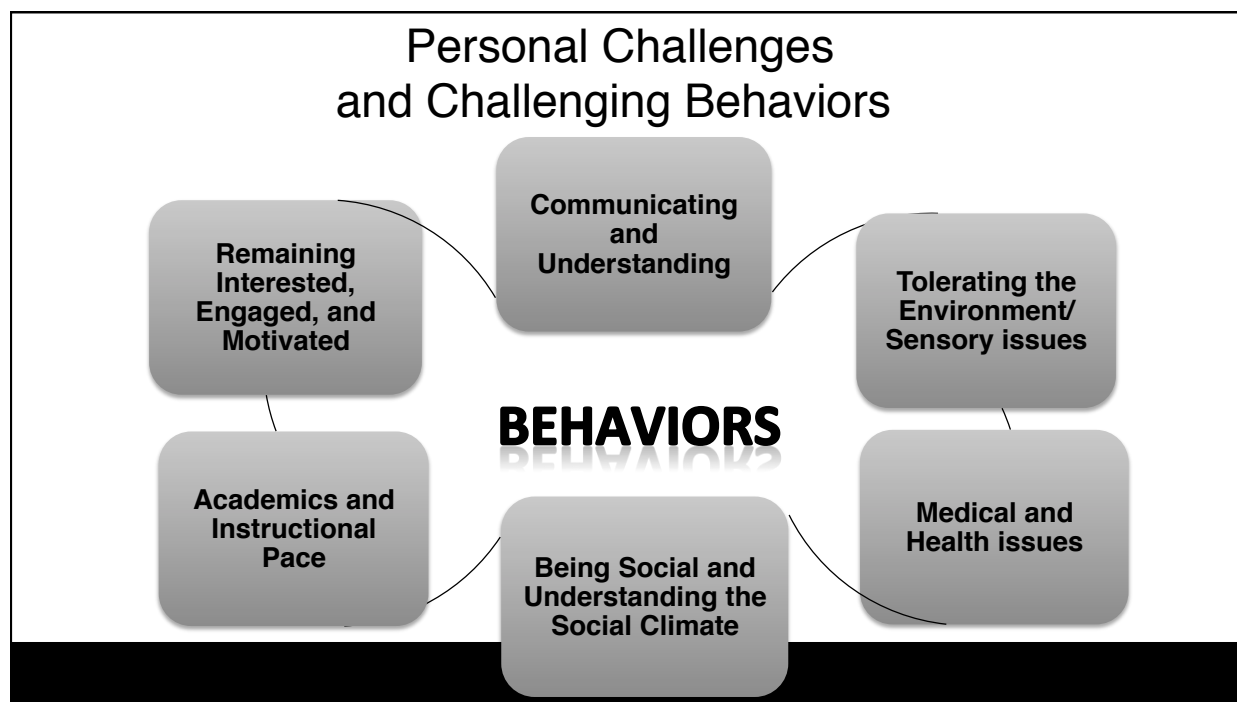


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Process of FBA for Individuals with Complex and Challenging Needs





Learning Challenges and Uneven Skill Development

Learning Challenges and Uneven Skill Development

- Difficulties with organization, focus, attention (i.e. "executive functions").
- Frustration resulting from attempts to adapt to the instruction style.
- Mismatch between instructional style and person's learning style
- Cognitive challenges
- Gaps in skills. May have high skill levels in some areas yet few skills in other areas (such as social competencies and daily living skills).

- What are the cognitive challenges?
- Is the individual missing key skills that are needed to learn the material being presented?
- How does the teacher's classroom approach/ style match how this student learns?
- Does the person have the supports needed to be organized with work materials and to approach assignments/homework?
- What supports does the individual need to be at optimal learning level?



Environmental Mismatch and Change

Environmental Mismatch and Change

- Needing, using and insisting on routines
- Anxiety and stress escalates with unpredictable change, even small changes
- Needs control. Escalates behavior to gain control
- Mismatch between the environmental support, organization and design and sensory, communication, social and learning needs.
- Lacks necessary coping skills to compensate for a difficult, confusing or overwhelming environment

- Do changes in classroom or daily routines impact this individual?
- Is the person overwhelmed by the physical environment of the work area?
- Is the individual affected by the noise level, teaching presentation, response modes, and social expectations?
- What coping skills does this person have to deal with challenges in various environments?



Sensory/Biological Sensitivities and Preferences

Impact of Medical Concerns

Sensory/Biological Sensitivities and Preferences

Impact of Medical Concerns

- Emotions and Anxiety that result from difficulty tolerating certain aspects of sensory input (light, sounds, touch)
- Need sensory input (such as movement) to stay alert and focused.
- Multiple medical conditions impact the available to learn
- Anxiety and stress reactions occur when asked to tolerate these difficulties

- Is the person/team aware of his/her sensory needs/sensitivities?
- Does the person have sensory supports built into the day?
- What coping skills does the individual utilize when sensory challenges arise?



Social Challenges

Social, Emotional and Communication Challenges

- Difficulties expressing needs, wants, feelings, emotions, ideas, etc.
- Difficulty accurately interpreting and understanding social and emotional messages from others.
- Wanting exclusive attention of others or avoiding attention from others
- Difficulty problem-solving what to do in social such situations.
- **Lacks Coping Skills** to tolerate the situations of challenge and confusion

- Does the person have the level of social competence needed to understand the various school settings?
- What social skills is the person missing in order to actively participate?
- Does the individual possess problem solving skills to meet the social situations in his/her life?



Emotional Challenges

Social, **Emotional** and Communication **Challenges**

- Difficulties expressing needs, wants, feelings, emotions, ideas, etc.
- Difficulty accurately interpreting and understanding social and emotional messages from others.
- Wanting exclusive attention of others or avoiding attention from others
- Difficulty problem-solving what to do in social such situations.
- Lacks Coping Skills to tolerate the situations of challenge and confusion
- Can the individual identify his/her own emotions?
- Can the person identify/react appropriately to the emotions of others?
- Does the person apply problem solving skills to situations that raise anxiety, anger, happiness, and other emotional levels?
- What coping skills does the individual make use of in emotionally charged situations?



Communication Challenges

Social, Emotional and **Communication Challenges**

- Difficulties expressing needs, wants, feelings, emotions, ideas, etc.
- Difficulty accurately interpreting and understanding social and emotional messages from others.
- Wanting exclusive attention of others or avoiding attention from others
- Difficulty problem-solving what to do in social such situations.
- Lacks Coping Skills to tolerate the situations of challenge and confusion
- Does the individual have a functional communication system available at all times?
- Are differences in expressive/receptive language recognized?
- Are directions given in a way that are clear for all involved?
- Does the person understand the adult/peer communication expectations in each situation/setting?



Difficult to Motivate Narrow Areas of Interest

Difficult to Motivate Narrow Areas of Interest

- Is not motivated by typical reinforcements
- Hyper-focused on areas of interests – to the exclusion of other areas
- Lacks awareness of the importance of having a broad range of skills or knowledge

- What reinforcement has meaning for this person?
- Does the individual receive consistent reinforcement?
- When does the person need additional reinforcement?
- Does the individual have special interests that could be used as reinforcement within work or as positive reinforcement following work?
- Does the person understand why the content being taught is important? Is there a connection to his/her knowledge?



Social, Emotional and Communication Challenges	Social, Emotional and Communication Challenges	Social, Emotional and Communication Challenges	Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	Learning Challenges and Uneven Skill Development	Difficult to Motivate Narrow Areas of Interest	Environmental Mismatch and Change
<ul style="list-style-type: none"> • Does the person have the level of social competence needed to understand the various school settings? • What social skills is the person missing in order to actively participate? • Does the person possess problem-solving skills to meet the social situations in his/her life? • Can the person gain and maintain on personal friendship? Is the person only seeking adult interactions? • Does the person understand classroom and school wide rules and expectations? 	<ul style="list-style-type: none"> • Can the person identify his/her own emotions? • Can the person identify/react appropriately to the emotions of others? • Does the person apply problem-solving skills to situations that raise anxiety, anger, happiness, and other emotional levels? • What coping skills does the person make use of in emotionally charged situations? 	<ul style="list-style-type: none"> • Does the person have a functional communication system available at all times? • Are differences in expressive/receptive language recognized? • Are directions given in a way that are clear for all persons? • Does the person understand the adult/person communication expectations in each school situation/setting? • Does the person need a way to communicate to the teacher if there is confusion? 	<ul style="list-style-type: none"> • Is the person/team aware of his/her sensory needs/sensitivities? • Does the person have sensory supports built into the day? • What coping skills does the person utilize when sensory challenges arise? • Are there any medical diagnoses to consider? • Are there medications/side effects to consider? 	<ul style="list-style-type: none"> • What are the person's cognitive challenges? • Is the person missing key skills needed to learn the material being presented? • How does the teacher's classroom approach/style match with how the person learns? • Does the person have supports to organize work materials and to handle assignments/homework? • What supports does the person need to be at optimal learning level? 	<ul style="list-style-type: none"> • What reinforcement has meaning for this person? • Is reinforcement consistent? • When is additional reinforcement needed? • Does the person have special interests that could be used as motivation during or after work completion? • Does the person understand why the content being taught is important? • Is there a connection to his/her knowledge? 	<ul style="list-style-type: none"> • Do changes in classroom/daily routines impact this person? • Is the person overwhelmed by the physical environment of the classroom? • Is the person affected by the noise level, teaching presentation, response modes, and social expectations? • What coping skills does this person have to deal with challenges in the classroom?



Formal Assessment Resources

Assessment movies and other information on OCALI web site

http://www.ocali.org/project/assessment_guide/page/assessment_measures

Evaluation

The items in this section are listed in alphabetical order; this listing does not reflect any endorsement or mandate. The instruments are examples of resources; while comprehensive, the listing is not exhaustive. Instruments may have multiple uses and functions. Some assessment personnel may use certain instruments to determine or support identification of a disability. Others may use them to help guide program development.

- [Autism Screening and Assessment](#)
- [Academic Achievement Assessment](#)
- [Adaptive Behavior Assessment](#)
- [Cognitive Assessment](#)
- [Developmental Assessment](#)
- [Emotional and Behavioral Assessment](#)
- [Functional Behavioral Assessment](#)
- [Motor Assessment](#)
- [Other Assessments](#)
- [Sensory Assessment](#)
- [Social and Relationship Assessment](#)
- [Speech-Language Assessment](#)
- [Transition and Vocational Assessment](#)

• <http://www.txautism.net/manual.html>



1	Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)	3	Individual Strengths Related to Behavior (To Help Identify Strategies)
Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for Molly	<p><i>Molly Screams loudly enough to interrupt the teacher's instruction to class</i></p>	Learning and Skill Development
Environmental Mismatch and Change	<input type="checkbox"/> Very Little personal Space/Others may touch Molly during circle time <input type="checkbox"/> Has a need to complete her work/play		Environmental Matches
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers... is very difficult to tolerate.		Sensory/Biological Preferences
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express Calmly/Verbally her displeasure <input type="checkbox"/> Unable to Cope		Successful Social, & Communication
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested		Motivation & Interests

2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")

When _____ is faced with the stressors of these setting events _____

and these immediate triggers _____

he/she engages in the identified behavior (above) which results in this type of reinforcing consequence _____.

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

☐ A Sensory Experience or Physiologic Benefit: _____

☐ A Desired Object, Person, Activity or Experience: _____

☐ An Escape from an undesirable Task, Activity, Person, etc.: _____

☐ A Way to Communicate: _____

4 WHAT'S MISSING?

Behaviors are indications of a missing or needed skill that will address issues identified in Step 2.

What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern?

(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

BEFORE NEXT WEBCAST: FILL OUT SECTION ONE

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Uneven Skill Development			Learning and Skill Development
Environmental Mismatch and Change			Environmental Matches
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns			Sensory/Biological Preferences
Social, Emotional & Communication Challenges			Successful Social & Communication
Difficult to Motivate & Narrow Interests			Motivation & Interests

When _____ is faced with the stressors of these setting events _____ and these immediate triggers _____ he/she engages in the identified behavior (above) which results in this type of reinforcing consequence _____

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

- ☐ A Sensory Experience or Physiological Benefit: _____
- ☐ A Desired Object, Person, Activity or Experience: _____
- ☐ An Escape from an Undesirable Task, Activity, Person, etc.: _____
- ☐ A Way to Communicate: _____
- ☐ Other Functions: _____

WHAT IS MISSING?
Behaviors are indications of a missing or needed skill that will address issues identified in Step 2.
What skills does the individual need that were NOT identified in Step 2? In order to change the behavior of concern?
(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

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